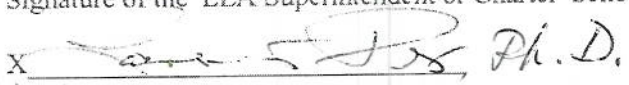


APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANT (ARRA SIG)

Legal Name of Applicant: Dual Immersion Academy	Applicant's Mailing Address: 1155 S. Glendale Dr. Salt Lake City, Utah 84104
LEA Contact for the School Improvement Grant	
Name:	Laurencio Peña, Ph.D.
Position and Office:	CEO/Director
Contact's Mailing Address:	1155 S. Glendale Dr. Salt Lake City, Utah 84104
Telephone:	(801) 972-1425
Fax:	(801) 972-9482
Email address:	lpena@diacharter.org
LEA Superintendent or Charter School Director (Printed Name): Laurencio Peña, Ph.D.	Telephone: (801) 972-1425
Signature of the LEA Superintendent or Charter School Director  X <i>Laurencio Peña, Ph.D.</i>	Date: <i>May 7, 2010</i>
<p>The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the LEA receives through this application.</p>	

DIA Budget – School Improvement

1. 20 Teachers @ \$3,000 (Rationale: Comparative to SLC for retention)	\$60,000
2. Development Director	\$30,000
3. School Improvement Coordinator (Rationale: Ensure successful monitoring/implementation of SIG)	\$50,000
4. 15% Administrative Portion per SIG (3 admin.)	\$ 4,000
5. Consultants (20 days @\$1,000) (Rationale: T.A in staff devel, assessment, training, school imp)	\$20,000
6. Staff training on Dual Immersion (SWIOP Model) (Rationale: Travel & Registration: \$300 da.@3da@10 teachers)	\$9,000
7. Librarian (Rationale: DIA has an organized library, but no librarian)	\$30,000
8. Music/PE teacher	\$30,000
9. Technology (Rationale: Server, software, Compass & classroom technology)	\$35,000
TOTAL	\$268,000

Dual Immersion Academy School Improvement Proposal

Section B, Part 1

Selecting the Intervention Model and Partners/Providers for a Low –Achieving School

Step 1-A: Develop Profiles of Available Intervention Models

Transformation

1. State statutes and policies that address transformation, limit it, create barriers to it, or provide support for it and how.

The “At will” state statute, state CACTUS teacher expectations, staff development funds, and ELL funds, among other statutes serve as positive catalysts that promote turnaround and support a more active role by the SEA in directly supporting DIA school improvement.

2. District policies that address transformation, limit it, create barriers to it, or provide support for it and how:

The Dual Immersion Academy Board of Directors is relatively new. It has been in full operation for two years, going into its third year. The DIA Board is a supportive governing body that has given authority to the director to manage the school while giving the organization the freedom to initiate transformation change. The governance body has district governance policies which support a director led approach/flexibility to implement change. Governance by the DIA board emphasizes strategic leadership rather than administrative detail. At its April meeting, the board reviewed the transformation model. It signaled to school personnel that real change for the district is a priority for DIA. The board is committed, through policy changes and formulations, to optimize opportunities for transformation change and take a more active role in supporting this initiative. The board’s Ends Internal Policies demonstrate its commitment for dramatic change in DIA’s academic outcomes as approved at the October 6, 2009 board meeting in the areas of 1) Relative Performance, 2) Absolute Performance, 3) Individual Gains, 4) Mission-Specific Outcomes (Refer to Appendix A).

Step 1-B: Develop Profiles of Available Partners/External Providers

Transformation

External partners/providers available to assist with transformation and brief description of services they provide and their track record of success.

Partner Organization/ External Provider	Lead Y/N	Support Y/N	Service Provided	Experience (Types of Schools/Results)
1. U.S. Dream Academy	N	Y	Extended learning time	Tutoring program; mentoring, assessment study skills, test preparation. Refer to Appendix B for results.
2. Bueno Equity Assistance Center UC, Boulder, CO	N	Y	Improving education for culturally & linguistically diverse students.	SEAs, LEAs--Technical assistance in school; staff development; equity. Providing T.A. to schools since 1978. See Appendix C for <i>Letter of Understanding</i>

Step 2: Demographics -- Profile of the School's Context and Performance

Name of School: Dual Immersion Academy

Contextual Data:

- Grade levels: K – 8
- Total Enrollment: 450
- % Free/Reduced Lunch: 67%
- % Special Education Students: 4.4%
- % English Language Learners: 75%
- Home Languages of English Language Learners (list up to 3 most frequent): Spanish, Tongan, Samoan
- Briefly describe the school's enrollment area (neighborhoods, communities served):

The Dual Immersion Academy is situated in the Glendale area of District 2 of Salt Lake City. Since the 1970s, the Glendale area has had the reputation as one of the most crime-ridden areas in Salt Lake City, and is considered the hub of gang activity. From 2007 to 2008 there was a 62% increase in gang-related crimes. During the same period, District 2 and Glendale reported the highest number of violent crimes. When compared to all Salt Lake City schools, those in our area reported the highest percentage of both minority students (over 80%), and of students whose first language is not English (over 60%). Finally, the schools in our area are SLC's lowest ranking on U-PASS. While the minimum for acceptable overall proficiency is 77%, schools in our area scored an average of 55%. Our district has the highest person/household rate in the city, and ranks at the bottom in household income and level of education. Statistics come from the Salt Lake City Police Department, the Salt Lake City School District, the Utah Office of Education, and the U.S. Census. (Refer to Appendix D for police crime statistics report.)

"The LEA has a clear plan for monitoring student achievement by individual teachers' classrooms."

Dual Immersion Academy employs ongoing formative and summative assessments of its students. The assessment schedule is as follows:

TEST NAME	TEST TYPE	SUBJECT(S)	GRADE(S)	ADMINISTERED IN
Iowa Test	State Mandated	L.A., Math	3,5,8	Fall
DRA	In-House	English & Spanish	1-8	Fall, Winter, Spring
Dibels	In-House	Spanish	K	Fall, Winter, Spring
Math Assessment	In-House	Math	K-8	Fall, Winter, Spring
DWA	State Mandated	Writing (Eng.)	5	Winter
UALPA	State Mandated	ELL	K-8	Winter/Spring
QIA	In-House	Spanish for English speakers	K-4	Winter/Spring
Iowa Test	State Mandated	L.A., Math	3	Spring
CRT	State Mandated	L.A., Math	2-8	Spring
CRT	State Mandated	Science	4-8	Spring

"The LEA has a clear plan for how it will assist in necessary plan revision if student achievement results do not meet expected goals."

If the above assessment program does not lead to desired results, DIA is committed to the following:

- Professional development to train teachers to better use data from periodic assessments, which would drive instruction (e.g. Backward by Design)
- Additional training in the use of the UTIPS online standardized test program

8. List the feeder schools and/or recipient schools that supply or receive most of this school's students:

The Guadalupe charter school which has been identified as a Tier 1 newly eligible school, is the largest feeder school to the Dual Immersion academy. Guadalupe charter school has an average proficiency of 45% over 4 years.

9. Briefly describe the background and core competencies (particular skills, expertise) of the school's current key administrators and indicate the number of years they have held the position and the number of years they have been employed in the LEA.

Position	Background & Core Competencies	Yrs. In Pos.	Yrs. In School	Yrs. In LEA
Dr. Laurencio Peña	Ph.D. in curr. & instr.; M.A. in education administration; bilingual Spa/English; 30 years experience as teacher & administrator; former superintendent & principal; prior dual immersion experience.	7 month	7 months	7 months
Barbara Lovejoy, M.A.	M.A. in education; 30 years in teaching & administration; 8 yrs. in bilingual education; endorsements	12 months	12 months	12 months
Nadia White	Accounting and H.R. background 15 years in institutional accounting.	9 months	9 months	9 months

Rationale for keeping Director:

Dr. Pena, as the current leader, will not be replaced as he has been the CEO/director for less than 1 year. He brings to the position 30 years of educational experience as an elementary teacher, middle school teacher, and high school teacher. Dr. Pena has also served in various administrative capacities as a principal of elementary, middle, and high schools. Dr. Pena has also served as a superintendent of schools. Besides a Ph.D. in curriculum and instruction, Dr. Pena has attained an MA in educational administration. Dr. Peña brings to the position of CEO/Director the bilingual/bicultural competencies required of a school such as the Dual Immersion Academy. He

is a former high school Spanish teacher; he has also taught at the elementary level. As an administrator, Dr. Peña is also a former principal of a K-8 Spanish/French immersion school.

10. Briefly describe the process by which school administrators are evaluated. By whom?
How frequently?

Assistants to the CEO/director are evaluated once a year by the CEO against pre-determined expectations; the CEO/director is evaluated by the Board of Directors solely against expected CEO/director job outputs: organizational accomplishments of board policies on ENDS Internal Policies and organizational operation within the bounds established in board policies; i.e., to determine the degree to which they are being met. All policies that instruct the CEO/director will be monitored as follows:

<u>Policy</u>	<u>Method</u>	<u>Frequency</u>	<u>Board Meeting</u>
Ends	Internal	Tri-annual	Dec, Mar, June
Global Adm. Constraints	Internal Dir. Insp.	Annual	June
Treatment of Stud.	Internal	Annual	Dec.
Treatment of Staff	Internal	Annual	Dec.
Fin. Plan./Budget	Internal	Qtrly.	Jan., Apr., June, Oct.
Fin. Cond. & Act.	Internal	Qtrly.	Jan., Apr., June, Oct.
Fin. Cond. & Act.	External	Annual	October
Emerg. Dir. Succes.	Internal	Annual	June
Asset Protection	Internal	Annual	October
Comp. & Benefits	Internal	Annual	April
Support of Board	Direct Inspect.	Annual	January

11. Provide a summary profile of the teaching staff. For middle schools and high schools, categorized by subject area (English, math, science, etc.). For elementary school categorize by grade level or specialty area. Use FTE in counts.

Grade Level	Total FTE	FTE Highly Qualified	FTE 5yrs	FTE 16-15 yrs	FTE 16+ yrs
Francisca Swain – K	1.0	H. Q.	N/A	N/A	N/A
Betsy Lopez – K	1.0	H. Q.	N/A	N/A	N/A
Ivonny Rodriguez – K	1.0	Not Qualified	N/A	N/A	N/A
Janet Moray – K	1.0	Not Qualified	N/A	N/A	N/A
Sonia Sabolik – 1	1.0	H.Q.	N/A	N/A	N/A
Marco Torres – 1	1.0	H.Q.	N/A	N/A	N/A
Mintzi Constantino – 1	1.0	H.Q.	N/A	N/A	N/A
Kenna Friddle – 2	1.0	H.Q.	N/A	N/A	N/A
Juan Freire – 2	1.0	H.Q.	N/A	N/A	N/A
Juan D. Delgado - 2	1.0	H.Q.	N/A	N/A	N/A
Maria Morales – 3	1.0	H.Q.	N/A	N/A	N/A
Cody Case – 3	1.0	Not Qualified	N/A	N/A	N/A
Suzi Ramos – 4	1.0	Not Qualified	N/A	N/A	N/A
Julita Perez – 4	1.0	Not Qualified	N/A	N/A	N/A
Iva Bunjevac – 5	1.0	H.Q.	N/A	N/A	N/A
Emilee Guthrie – 5	1.0	Not Qualified	N/A	N/A	N/A
Michael Denker – 6	1.0	H.Q.	N/A	N/A	N/A
Travis Steed – 7	1.0	Not Qualified	N/A	N/A	N/A
B. Elwood (Reading Sp.)	1.0	Not Qualified	N/A	N/A	N/A
S. Ramirez (Reading SP.)	1.0	Not Qualified	N/A	N/A	N/A

12 . Briefly summarize the process by which teachers are evaluated. By whom? How frequently?

Teachers at DIA undergo on-going observation, explicit subject matter training based on observations, and coaching by their USOE certified instructional supervisor. Teachers are evaluated by the director once during the first semester and a second time during the second semester. A formal evaluation instrument comprised of 6 domains (e.g., planning & preparation, classroom management, school culture, delivery of instruction, etc.) is used. The process consists of 3 steps: an initial meeting to inform the teacher of the evaluation process and expectations and to provide a copy of the evaluation instrument; the second step is a formal classroom observation; and the third step consists of an exit discussion whereby the teacher is provided a copy of evaluation document and discussed as it relates to commendations, deficiencies, and improvement recommendations. It is important to note that the teacher evaluation instrument currently contains a particular domain of “**competencies**” unique to dual immersion schools which are intended to assess if a strong match exists between the teacher and the transformation school. An example of this particular domain is entitled “school culture.” This domain reflects the unique competencies which are designed to identify staff than can effective in a turnaround school. Such competencies are: a) bilingually proficient in English and Spanish, b) evidence that the teacher demonstrates cultural relativity, c) evidence of celebrating language and culture, d) evidence of supporting the Boards Ends policies regarding dual immersion. These “local competencies” are not only designed to identify ineffective teachers in a transformation school, but also as formative assessments to identify critical areas for transforming failure as it relates specifically to student growth into learning success via staff development.

13. Is teacher absenteeism a problem in this school? Please explain.

This is not a perceived problem at DIA. DIA is a Spanish/English dual immersion academy where teacher are bilingual and bicultural. It is a school where teachers want to teach because of their prior training and commitment to this unique educational process. All the Dual Immersion Academy teachers are committed to the school’s vision and mission.

14. Briefly summarize previous and current reform and improvement efforts, within the last 5 years, and what impeded their success.

DIA is in its 3rd year of operation; therefore, no substantial reforms nor school improvement efforts have been implemented in any significant manner. However, at the initial stage, strategies were set in motion to procedurally organize the school. This process was impeded due to start-up difficulties. This ARRA school turnaround grant will be DIA’s very first effort to implement a reform process for school improvement.

Performance

1. Enter the percentage of all students who tested as proficient or better on the state standards assessment test for each subject available.

	<u>2008</u>	<u>2009</u>
Reading/Language Arts	46.4 %	47.7%
Mathematics	30%	30.8%
Science	12%	12.4%
Social Studies	---	---
Writing	9%	

2. For the most recent year available, enter the percentage of students in each subgroup who tested proficient or better on the state standards assessment test for each subject available. Test year: 2009

<u>Subject</u>	<u>White, non-Hispanic</u>	<u>Black, non-Hispanic</u>	<u>Hispanic</u>	<u>Asian, Pacific Islander</u>	<u>Native American</u>	<u>ELLs</u>	<u>Special Ed.</u>
Reading, Lang. Arts		42.9%	43.0%	33.3%		46.9%	
Mathematics		42.9%	23.2%	16.7%		27.9%	
Science		-----	11.0%	-----		9.1%	
Social Studies							
Writing							

3. For the most recent year available, enter the percentage of students at each grade level in this school who tested proficient or better on the state standards assessment test for each available grade. Test Year: 2009-2010

<u>Subject</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>
Reading/Language Arts/English		48%	62%	42%	42%	56%
Mathematics		47%	39%	30%	18%	6%
Science				9%	14%	18%
Social Studies						
Writing						56%

4. Average daily attendance percentage for the last complete school year: 90% Year: 08-09

5. Student mobility rate for last complete school year: 1% Year: 08-09

6. Graduation rate for all students: N/A; DIA is a K-8 elementary school.

7. Graduation rate-percentage (high school only). Not applicable to DIA

8. Explain how the graduation rate was calculated. Not applicable to DIA

Key Questions

1. Which student groups are experiencing the lowest achievement?
English language learners, Hispanics, Samoan
2. Which student groups are experiencing the lowest graduation rates, if applicable?
Not applicable, DIA is a K-8 elementary school.
3. In which subjects are students experiencing the lowest achievement?
Math, Science, Language Arts
4. What characteristics of the student demographics should be taken into account in selecting a model and external partners/providers?

The Dual Immersion Academy (DIA) is a relatively new charter school which is barely in its 3rd year of operation. DIA's student count is 430 students of which 75% qualify for the federal free and reduced lunch program, thereby considered "disadvantaged." The student body is comprised of 73% Latino, 15% Caucasian (Non-Hispanic), 6% Afro-American, 5% Polynesian, and less than 1% Asian or Native American. DIA's student body is richly diverse linguistically, culturally and ethnically. Eighty-five percent of the students come from a home where a language other than English is spoken. This is significant because generally academic achievement scores for language minority groups show that they lag behind majority groups. The external partners, therefore, should be cognizant of the educational dilemma encountered by cultural and linguistic groups and have the necessary expertise to impact their educational achievement. The Bueno Equity Assistance Center is such a partner. Its mission is to assist DIA in creating a more equitable school experience for language minorities. Its focus is to provide leadership training,

professional development and technical assistance in national origin and school climate to reduce overrepresentation of minority students in special education and improve the quality of programs for English language learners.

5. What, if any, idiosyncratic characteristics of the enrollment area should be taken into account in selecting a model and external partners/providers?

High incidence of gang activity; high poverty; high incidence of police activity; chronic low achievement; low socio-economic status are the characteristic of enrollment area which should be taken into account in selecting a partner. The Bueno Equity Assistance center is such a partner as it has been providing technical assistance to regional schools since 1978.

6. What characteristics of administrations and faculty should be taken into account in selecting a model and external partners?

Experience in implementing dual immersion models; prior experience in providing technical assistance in matters related to the education of language minorities; ability to communicate in Spanish and English; notable academic attainment in and expertise in matters related to minority at-risk students; commitment to dual immersion education; bilingual in Spanish and English; equity education experience.

7. What characteristics of past experience with reform efforts should be taken into account in selecting a model and external partners?

The Dual Immersion Academy has not had past experience in reform efforts due to the newness of the school. However, it is important that those most responsible for implementing the transformation model be cognizant of language Acquisition and the TWIOP Model, Two-Way Instruction Observation Protocol (TWIOP model is a research-based adaptation of the Sheltered Instruction Observation Protocol (SIOP) model. TWIOP includes detailed procedures for preparation, defining objectives, building background, ensuring comprehensible input, opportunities for students to use learning strategies, scaffolding, and interaction and discussion. DIA teachers will be trained and will implement the TWIOP model to assist students in understanding content in their target languages. Similarly, external partners should be cognizant of the educational dilemma confronting cultural and linguistically different students and have the educational commitment and expertise to help DIA attain academic achievement for these students. The Bueno Equity Assistance Center from the School of Education at the University of Colorado, Boulder is such an agency. It has

a significant track record in providing technical assistance to SEAs and LEAs as it was first established in 1978. It is funded by the U.S. Department of Education under Title IV of the 1964 Civil Rights Act. Its focus is to provide leadership training, professional development and technical assistance in national origin issues and school climate and to reduce under-representation of minority students in special education, increase the underrepresentation of minority students in gifted programs and to improve the quality of programs for English language learners.

Curriculum Overview

State Core and More

DIA will follow the Utah State Core Curriculum and will deliver the academic content in both Spanish and English (see Language Acquisition below). Educational materials and texts used in Mexican elementary schools and contributed by the Mexican Consulate will provide supplemental content to the DIA curriculum. Finally, a rich variety of multicultural materials will be integrated throughout the curriculum to ensure DIA meets its mission to value diversity and prepare cross-culturally aware graduates for leadership roles in our global community.

Instructional Methodologies

Balanced Literacy: DIA will implement the Balanced Literacy model. Daily schedules will include a 90-minute literacy block including: Read Aloud/ Write Aloud; Interactive Reading/ Interactive Writing; Guided Reading/ Guided Writing; Independent Reading/ Independent Writing. Students will be assessed individually and placed in reading groups that maximize their progress. An Apprenticeship Model will be used where teachers scaffold young readers and writers by modeling, providing explicit instruction, guiding students to create original ideas and work, and opportunities to demonstrate their skills independently. Experiential and project-based learning will provide opportunities for students to be hands-on actors in their own educational process.

Language Acquisition and the TWIOP Model

DIA's educational model has been developed with careful consideration of the latest research and best practices in two-way language immersion. Much of this information comes from the Center for Applied Linguistics (www.CAL.org). Developed by the Center for Applied Linguistics, the Two-Way Instruction Observation Protocol (TWIOP model is a research-based adaptation of the Sheltered Instruction Observation Protocol (SIOP) model. TWIOP includes detailed procedures for preparation, defining objectives, building background, ensuring comprehensible input, opportunities for students to use learning strategies, scaffolding, and interaction and discussion. DIA teachers will be trained and will implement the TWIOP model to assist students in understanding content in their target languages.

Science and Math

DIA's Science curriculum will follow the State Core and will offer students the opportunity to investigate, explore and problem solve through hands-on activities as well as learn important Science facts and concepts. Likewise, the DIA's Math curriculum will provide students opportunities to sharpen their skills in computation as well as participate in investigative, hands-on problem-solving activities utilizing Math concepts and skills. DIA has selected Scott Foresman/Addison Wesley as the primary source for texts and materials for Math and Science. This publisher provides a blend of traditional and inquiry based Science and Math curriculum in both Spanish and English.

Step 3-A: Determine Best-Fit Model for School

The chief question to answer in determining the most appropriate intervention model is: What improvement strategy will result in the most immediate and substantial improvement in learning and school success for the students now attending this school **given the existing capacity in the school and the district?** There is no "correct" or "formulaic" answer to this question. Rather, relative degrees of performance and capacity should guide decision making. The following table outlines key areas and characteristics of performance and school, district, and community capacity that should be considered as part of your decision making. In the first column, check the boxes that accurately describe the school. The checks in the right four columns indicate that if this characteristic is present, the respective intervention model could be an option.

Characteristics of Performance and Capacity				
CHARACTERISTIC	INTERVENTION MODEL			
	TURNAROUND	TRANSFORMATION	RESTART	CLOSURE
School Performance				
<input type="checkbox"/> All students experiencing low achievement/graduation rates	✓		✓	✓
<input type="checkbox"/> Select sub-groups of students experiencing low-performance		✓		
<input type="checkbox"/> Students experiencing low-achievement in all core subject areas	✓		✓	✓
<input type="checkbox"/> Students experiencing low-achievement in only select subject areas		✓		
School Capacity				
<input type="checkbox"/> Strong existing (2 yrs or less) or readily available turnaround leader	✓	✓	✓	
<input type="checkbox"/> Evidence of pockets of strong instructional staff capacity		✓		
<input type="checkbox"/> Evidence of limited staff capacity	✓		✓	✓
<input type="checkbox"/> Evidence of negative school culture	✓		✓	✓
<input type="checkbox"/> History of chronic-low-achievement	✓		✓	✓
<input type="checkbox"/> Physical plant deficiencies				✓
<input type="checkbox"/> Evidence of response to prior reform efforts	✓	✓		
District Capacity				
<input type="checkbox"/> Willing to negotiate for waivers of collective bargaining agreements related to staff transfers and removals	✓		✓	✓
<input type="checkbox"/> Capacity to negotiate with external partners/providers			✓	
<input type="checkbox"/> Ability to extend operational autonomy to school	✓		✓	
<input type="checkbox"/> Strong charter school law			✓	

<input type="checkbox"/>	Experience authorizing charter schools				✓	
<input type="checkbox"/>	Capacity to conduct rigorous charter/EMO selection process				✓	
<input type="checkbox"/>	Capacity to exercise strong accountability for performance				✓	
Community Capacity						
<input type="checkbox"/>	Strong community commitment to school	✓			✓	
<input type="checkbox"/>	Supply of external partners/providers				✓	
<input type="checkbox"/>	Other higher performing schools in district					✓

1. Based on the Characteristics of Performance and Capacity table above, rank order the intervention models that seem the best fit for this school. This is only a crude estimation of the best possible model, but it is a place to start.

Best Fit Ranking of Intervention Models

- A. Best Fit: Transformation Model
- B. Second Best Fit: Turnaround Model
- C. Third Best Fit:
- D. Fourth Best Fit:

2. Now answer the questions below for the model you consider the best fit and the model you consider the second best fit. Review the questions for the other two models. Change the rankings if answering and reviewing the questions raises doubts about the original ranking.

2. Now answer the questions below for the model you consider the best fit and the model you consider the second best fit. Review the questions for the questions for the other two models. Change the ranking if answering and reviewing the questions raises doubts about the original ranking.

The Transformation Model

1. How will the LEA select a new leader for the school, and what experience, training and competencies will the new leader be expected to have?

Dr. Pena, as the current leader, will not be replaced as he has been the CEO/director for less than 1 year. He brings to the position 30 years of educational experience as an elementary teacher, middle school teacher, and high school teacher. Dr. Pena has also served in various administrative capacities as a principal of elementary, middle, and high schools. Dr. Pena has also served as a superintendent of schools. Besides a Ph.D. in curriculum and instruction, Dr. Pena has attained an MA in educational administration. Dr. Peña brings to the position of CEO/Director the bilingual/bicultural competencies required of a school such as the Dual Immersion Academy. He is a former high school Spanish teacher; he has also taught at the elementary level. As an administrator, Dr. Peña is also a former principal of a K-8 Spanish/French immersion school.

2. How will the LEA enable the new leader to make and sustain strategic staff replacements?

As the new instructional leader Dr. Peña has attended two recruitment fairs at BYU and UofU to recruit bilingually certified teachers. A significant list of highly qualified, bilingual teachers have been identified as potential teacher for the dual immersion academy. In addition to recruiting HQ, certified, bilingual teachers, DIA will actively build its own supply of transformation teachers by continuing to seek out, training in the dual immersion concept, and strategically placing candidates who have the qualities necessary and consistent patterns of action to help transform DIA. A critical aspect of sustaining effective teachers is to provide equitable pay comparative to surrounding school districts; therefore, part of the SIG budget will include a budget item to provide DIA teachers a comparable pay scale so that new teachers can join the DIA transformation school. Because turnovers and dismissals will invariable occur at any point

during the school year, DIA will maintain a pool of qualified replacements throughout the school year. The LEA will give the transformation leader significant discretion to allocate teacher resources within the existing budget to best meet students' needs. To date, the director enjoys full support as the instructional leader per board governance policy which states:

As long as the director/CEO uses any reasonable interpretation of the board's Ends and Administrative Limitations policies, the director/CEO is authorized to establish all further policies, make all decisions, take all actions, establish all practices, and pursue all activities. Such decisions of the director/CEO shall have full force and authority as if decided by the board.

3. What is the LEA's own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?

DIA has begun to build its own capacity to execute and support the selected transformation model by identifying a strong intervention leader (Dr. Laurencio Peña) within its own ranks who has the Board of Director's support in teacher recruitment, hiring, and placements -- another aspect of building capacity. The Dual Immersion Academy's effort to implement the transformation model has the full support of the Board of Directors as an alternate expectation to fare better than the prior year when it did not make AYP. To support the transformation leader and to ensure that intervention efforts stay on track, the Board is committed to remain actively engaged through capacity building efforts such as focusing on student achievement gains, monitoring progress on a monthly basis, support for provision of resources needed to address the intervention needs of individual students, and supporting intensive staff development opportunities. The implementation process will be executed by a new cadre of highly qualified bilingual teachers who are certified, in addition to the technical assistance of two external providers with whom the school has already established a working relationship in the past. The Bueno Equity Education Center, for example, will assist DIA in building internal capacity by providing professional development to staff on how to engage in on-going problem solving, thereby establishing a culture geared toward continuous improvement. Federal and

state economic resources will also be directed toward enhancing capacity building for focusing on student achievement --the singular goal in the implementation of the transformation model. To support the overall goal of student academic achievement, two organizations are committed to assist DIA in the implementation process of the transformation model. One is the U.S. Dream Academy, an extended learning program and the Bueno Equity Center from the University of Colorado, Boulder. Both of these programs are described in the Partners section of this proposal.

4. What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?

The Dual Immersion Academy board has already adopted a governing style which observes the principle of the Policy Governance Model, which emphasizes a) outward vision rather than internal preoccupation, b) encouragement of diversity of viewpoints, c) strategic leadership more than administrative detail, d) clear distinction of board/director, CEO roles, e) proactive rather than reactive, and f) collective v. individual decision making. Most importantly, the board authorizes the director/CEO *to make decisions with full force and authority as if decided by the board.*

5. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the transformation, and how will these changes be brought about and sustained?

The district will support the new leader by formulating whatever necessary governance policies that convey that its sole official connection to the operational organization, its achievements, and conduct will be through the CEO/director, so that all authority and accountability of staff is considered the authority and accountability of the CEO/director.

Step 3-B: Determine Best-Fit Partners/Providers for School and Intervention Model

Intervention Model

Transformation

Rationale for Selecting Model

The rationale for selecting the transformation model is based on three salient characteristics: 1) school performance, 2) school capacity, and 3) district capacity. As it relates to school capacity, DIA is characterized by low achievement by all students, moreover, students are experiencing low-achievement in all core subject areas. As it relates to school capacity, DIA has a history of chronic-low achievement. Also, there is clear evidence of a negative school culture, and evidence of limited staff capacity where no student achievement has been demonstrated in the past 3 years. As it relates to district capacity, the DIA board is pro-actively willing to extend operational autonomy to the school by formulating appropriate governance policies to make the transformation model successful.

Lead Partner/Provider

Not Applicable

Rationale for Selecting Lead Partner/Provider

Not Applicable

Internal Partner (District Staff)

Dual Language Teacher Partners

Rationale for Selecting Internal Partner/Provider

The rationale for internal (district staff) partnering is based on the chronic-low achieving achievement which requires building a committed staff for transformation support. This translates into a goal which requires changes from a former staff which did not demonstrate substantial academic achievement and which was unresponsive to a dual language school culture into one which will be committed to the dual immersion goals reflect in the DIA board Ends policies and support for a school culture committed to transforming student performance.

Support Partners

U.S. Dream Academy

Rationale for Selecting Support Partners

The U. S. Dream Academy is an extended learning time program which has been a partner with DIA for 2 years. Funded from Washington, D.C., it provides after school mentoring program for DIA students. The U.S. Dream Academy operates from Monday – Friday from school dismissal time to 6:00 Pm. All students who participate receive: one-on-one mentoring, safe learning environment healthy nutritional snacks, computerized on-line tutoring, math & reading tutoring, certified teachers, recreational activities, boy & girl scouts.

Bueno Equity Assistance Center

The rationale for selecting the Bueno Center University of Colorado, Denver is based on prior technical assistance provided to DIA in matters related to staff development and leadership training. The Bueno Equity Assistance Center is an integral part of the School of Education at the University of Colorado, Boulder. The BUENO Center provides a comprehensive range of research, training, and service projects which will be available to DIA. The Center strongly promotes quality education with an emphasis on cultural pluralism. The Center is deeply committed to facilitating and equal educational opportunity for cultural and language minority students. (See Appendix D.)

Step 4: Define Roles and Develop Contracts

Briefly describe the roles of each of the following groups or Partners/Providers relative to the implementation of the intervention model.

State Education Agency

The SEA will establish clear goals for grant to help DIA achieve rapid improvement for its low-achieving students. DIA will look to the SEA for allocating state funds effectively for implementing a successful ARRA SIG to support sustainability of reforms beyond 2 or 3 years. DIA will look to the SEA to identify successful

transformation models worth sustaining and disseminate this information.

Local Education Agency

The LEA will grant the CEO/director sufficient operational flexibility (including in staffing, calendars/time, and budgeting) fully implement a comprehensive transformation approach to substantially improve achievement outcomes and support a governance structure which will facilitate the success to the transformation at DIA. This Board of Directors has already made a commitment to support the transformation model at its April, 2010 meeting and has determined to keep Dr. Peña as its intervention leader. In the process, Dr. Peña, per Board policy is acknowledged as the school operations administrator while the Board purpose is to establish governance policies to provide critical support for the school's transformation effort. In addition, the Board intends to monitor, on an on-going basis, the implementation process to ensure that its establish Ends policies relative to student learning remain the top priority for attention and resources. Ultimately, the Board is prepared to support the director in an effort to ensure a united front in the implementation of the transformation model.

Internal Partner (LEA staff)

Staff will become key players in the success of the transformation as they are the key players in the intervention process. As such, they will collect, report and use critical student learning data -- key to sustaining improvement. Especially during the first year of the turnaround process, staff will maintain a dedicated system for the timely analysis of student assessment data as research indicates that successful transformation efforts are marked by strong improvements in the first year. By enabling frequent analysis of this data within the school, the director and teachers working as partners can make rapid changes based on what is and isn't working in the transformation process. Staff will be an integral part for input in the planning stage and subsequent support and involvement to ensure continuity of transformation efforts.

Support Partner/Provider

The U. S. Dream Academy is an extended learning time partner, which has been in situated within the DIA school for 2 years.

Funded from Washington, D.C., it will continue to provide after school mentoring program for DIA students. The U.S. Dream Academy will operate from Monday – Friday from school dismissal time to 6:00 Pm. All students who participate will receive: one-on-one mentoring, safe, safe learning environment, computerized on-line tutoring academic assessment for placement, math & reading tutoring.

Support Partner/Provider

The Bueno Center from the University of Colorado, Boulder will provide technical assistance to DIA in matters related to staff development and leadership training, in addition to training in data collection and analysis at he school level. The BUENO Center provides a comprehensive range of research, training, and service projects which will be available to DIA. The Center strongly promotes quality education with an emphasis on cultural pluralism. The Center is deeply committed to facilitating and equal educational opportunity for cultural and language minority students.

CEO/Director

The CEO/director, as the instructional leader of DIA, will be responsible for fully implementing a comprehensive transformation approach to substantially improve student achievement. Given the multiple variables in this process the CEO/director will communicate the need for reform, identify resources and capabilities (including community partners) for sustaining the transformation effort. The CEO/director will anticipate changes in personnel, contraction of resources, revisions to policies necessary to support the model and threaten structures and attitudes that can impede improvement. Sustainability of the transformation will be a most important function of the CEO.

School Teams

School teams are an integral component of the transformation process. In order to make good decisions about what needs to change, effective collection and use of data are key to sustaining improvement. Therefore, school teams will dedicate sufficient, routine, and non-negotiable time to data analysis and planning . School teams will be involved in structuring on-going staff development, high-quality job-embedded development that is

aligned with the school's transformation instructional program and assist administration to design a process to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Parents & Community

Community and parents will be, not only involved in the planning stages of the transformation model, but to be fully realized and lasting, the transformation effort must be accompanied by a fundamental cultural shift throughout the local community, a shift that will result in new mindsets and accompanying behaviors among parents; therefore, parent training will be provided to engage the necessary on-going support for sustainability. This support will be through the established parent/teacher organization and attained by implementing and fulfilling the Title I expectations of building parents capacity for involvement. The intent is to create a sense of ownership in the transformation process, and making it clear why change is necessary and allowing parent to see the real consequences of failure. The parents and community need to grasp the seriousness of student underachievement and failure. The ultimate objective is to engage parents, teachers and the surrounding community in a way that encourages them to become part of the changes in the school, rather than critical observers who watch from the sidelines. Part of this is accomplished by identifying appropriate roles for community-based organizations and businesses for coordinating with parent involvement. As an example of community based involvement, articulation with the Sutherland Institute for supporting student achievement by rewarding DIA teachers will be continued as it is currently implemented.

2. Determine the performance expectations for the supporting partners/providers, with quarterly benchmarks.

The U.S. Dream Academy: The program expectations starts with this principle: Beyond school, every young person we serve must spend 11 to 15 hours each week in a stimulating learning environment. **One-on-one sessions with carefully matched mentors complement afterschool activities that combine academic fundamentals.** The focus builds on three pillars – a) skill-building (Academic failure has been shown to be the most important predictor of future incarceration. The core components for this pillar are assistance with homework and online learning. Students use SuccessMaker, a computer-based educational program that focuses on

literacy and math instruction; b) character-building (Students utilize the Education in Human Values curriculum, a universal, values-based program that lays the foundation for students to understand and apply the five fundamental values of peace, love, truth, right action, and non-violence in their lives), and c) dream-building (Helps students to broaden their understanding of what their options and opportunities are, while eliminating the possibility of incarceration from their framework of reference. Mentoring plays a part here because mentors act as role models, showing students positive options for their lives.)

The overall goal is to nurture the whole child while altering attitudes, enhancing self-esteem, supporting emotional and intellectual growth, and sparking dreams. The U.S. Dream Academy's performance expectations are as follow:

- One-on-one mentoring sessions – daily, Monday through Friday, from 3:00 to 6:00 PM
- Math and reading tutoring -- daily, Monday through Friday, from 3:00 to 6:00 PM
- Computerized on-line tutoring -- Monday through Friday, from 3:00 to 6:00 PM (as needed).
- Safe learning environment (within the DIA school building)
- Healthy nutritional snacks
- recreational activities
- boys and girls scouts opportunities
- academic assessments as needed.

In addition, as part of the extended learning time, the U.S. Dream Academy will focus exclusively on educational support for DIA's 7th and 8th graders, as needs differ from lower grades. Upper grades will have their own extended learning time program separated from the younger students. As part of the upper grades program, they will work on career exploration, alcohol/tobacco prevention in addition to homework assistance and SuccessMaker program assessments. Another extended learning time effort provided by the U.S. Dream Academy will be summer school support. Summer school for DIA students will run Monday – Thursday from June 21st through July 30th. The summer program will operate from 9 am to 2:30 pm. The Dual Immersion School building to include the gymnasium will be used to support the U.S. Dream Academy's summer school program as DIA students and community will be served.

The Bueno Education Equity Center: The focus of the Bueno Education Equity Center is to provide leadership training, professional development and technical assistance in gender, race, national origin and school climate and to reduce overrepresentation of minority students in special education, increase the underrepresentation of minority students in gifted programs and to improve the quality of programs for English Language Learners.

3. Describe how the LEA will monitor implementation of the intervention model. Who will do what and when?

The Dual Immersion Academy's plan for evaluating the effectiveness of its reform strategies is through deliberate and extensive MONITORING. It is the intent of the DIA transformation process to have a full time coordinator's position so that the Dual Immersion Academy will, not only MONITOR the effective implementation of the transformation model, but also be in a position to take a lead role in enabling, driving, supporting, and sustaining school transformation efforts through the creation and funding of a designated transformation coordinator's position. This is an important step DIA will take as the transformation coordinator will be not only be able to MONITOR, but also be most responsible to determine timelines and assignments of coherent resources and expertise to impact the low performance school at the beginning of the implementation process (August, 2010). The DIA transformation coordinator will MONITOR the clustering together of staff with transformation expertise to focus their work of engaging in intentional and substantial interventions to reverse the school's persistent low achievement. This step will be taken at the initial implementation process (August, 2010). Throughout (September, 2010 – June, 2011), the implementation process, the DIA transformation coordinator will MONITOR the interventions designed for the school and the external partners engaged in them. The transformation coordinator will be connected conceptually and operationally with the SEA to MONITOR improvement efforts (September 2010 – June, 2011). The transformation coordinator will focus on MONITORING all the unique and specialized service within a coherent system of support that provides differentiated services appropriate to DIA, such as staff development by the Bueno Education Equity Center. The timeline consists of nine staff development days which are scheduled in the DIA's school calendar as follows:

August 16 – 20, 2010 -----SIG Plan

October 8, 14, 15 -----Monitoring of SIG and adjustments

March 7, 2011 -----Staff Development on SIG

As a rapid pace of dramatic transformation is a defining characteristic of a transformation model, the designated transformation coordinator's position will MONITOR the conditions (changes in rules and resource allocation) and capacity (identifying high-quality staff and external partners) for rapid school improvement to take place, all the while communicating a single-minded focus on improving student learning. Within one year, visible improvement in student achievement is a Board of Director's Ends policy. Additionally, the coordinator will be positioned to effectively MONITOR the building of parent and community support, MONITOR the contract with external partners, and MONITOR fidelity of plan implementation and progress, MONITOR the building of leadership capacity, problem solving, and MONITOR the maintenance of coordination and communication. It will also be necessary for the transformation coordinator to MONITOR if improvement efforts are unsuccessful (formative at quarterly intervals and summative program evaluations). At the beginning of the planning year, the SIG coordinator convenes key leaders to go over upcoming activities, time frames, needed resources and decision points. These conversations are expected to result in key players having a clear picture of what needs to happen when and who is responsible for making sure tasks are completed. This sets up the basis for monitoring progress. By design, the transformation

coordinator's position will function as the most important lead entity driving dramatic school improvement efforts through monitoring progress throughout the entire implementation process by collecting data and actually using that data to make necessary adjustments.

Step 5: Forge Working Relationships

Describe how the LEA will promote the working relationships among the groups and partners/providers committed to this intervention—the state, the LEA, the lead partner/provider, the support partner/provider, the principal, school teams, and the parents and community.

The goal of forging working relationships among the different groups committed to the transformation intervention is to create the conditions for Dual Immersion Academy leaders to optimize opportunities for change at the school level. Acknowledging that each of the committed key players (the state, the LEA, the support partners, the CEO/director, school teams, and parents/community) have an important contribution to make, these entities will also play a central role in signaling that real change is a priority for the district and establishing and implementing a collaborative vision for transformation. As an example of forging a working relationship with the state education agency, the LEA will initiate dialogue to get changes to align to DIA from other districts systems with a turnaround program for purposes of replication and sustaining. In forging working relationships with the SEA, the Dual Immersion Academy (DIA) would look forward to concept-specific early warning signs data to use for realigning its current transformation program. DIA would also look to the SEA to serve as a major catalyst to support and sustain transformation schools via its continued traditional responsibility of establishing policy, regulations, and to proactively collect relevant data from successful transformations for dissemination. Performance monitoring is a critical area which will be built into the dynamics of forging working relationships among the key players. In the school context, it is plausible to expect that external input to transformation schools would play an important role in transformation schools; therefore, the Title I parent involvement model will be implemented for parents/community as it affects their children most directly. Substantive change can create emotionally charged environments, with some community members feeling hopeful and energized, and others resisting the change with fear and distrust. The Director plays an important part in alleviating these negative perceptions. Forging and implementing a collaborative effort to ameliorate the educational process among all groups would be an important task for the director. The director's leadership is perhaps the most critical determinant when he engages these groups, conveys the common vision and mission, and leads teams of teachers in providing curriculum and instruction input into the transformation process, while the external providers will be engaged to provide data collection and analysis

training to school level staff. The Bueno Education Equity Center from the University of Colorado has been engaged as an external partner to provide their expertise technical assistance to DIA as it relates to serving the educational needs of linguistically and culturally different students.

APPENDICES

Appendix A

ENDS Internal Policies

Relative Performance

- DIA will rank in the top 50% of public schools in UT based on CRTs for 2nd grade and above and on DRAs and DIBELS for kindergarten and 1st grade.

Absolute Performance

- DIA will meet the standards for the UPASS test (Proficiency=77% and Progress=score of 176)
- DIA will meet the standards for AYP

Individual Gains

- Every student at DIA will achieve at least 1 year of academic progress in core subjects for each school year in attendance as measured by the CRTs for 2nd grade and above and on DRAs and DIBELS for kindergarten and 1st grade.

Mission-Specific Outcomes

- Each student will increase oral language fluency in both Spanish and English by one level each school year as measured by IPTs or QIAs.
- Each students will increase reading proficiency in both Spanish and English by one level each year as measured by DRAs.
- DIA will provide a multicultural education to all students as measured by surveys.
- DIA will adhere to the researched-based true dual immersion model.

Approved by the Board on October 6, 2009

Appendix B

Utah News

MORE UTAH NEWS HEADLINES

- Sevier County deputy dies in fall from I-70 bridge
- Bomb threat sends cops to Riverton High School
- 1963 methane explosion claimed 18 Utah miners
- Murder charge filed in 10-year-old cold case
- Teacher's aid accused of child abuse of student
- Injured bicyclists sue race organizers, drivers
- Lee campaign files complaint claiming slanderous attack
- Lee made \$600K from law firm last year
- Officers shoot, kill two dogs while serving warrant
- State charter board votes to close Beehive academy
- Rolly: Rules for some, but not others?
- Preventing failed adoptions: Prospective parents need more info on childhood trauma
- Tribune poll: Herbert lengthens his lead over Dem Corroon
- Late spring snows not uncommon in Utah
- Mormons on both sides in immigration controversy
- Panel hopes earthquake-safety message goes viral with students' help
- Sex offender jailed in alleged abuse of girlfriend's daughter
- Hundreds of Wasatch Front volunteers joined Comcast to care for schools, community centers
- Twilight to bring booze, big acts to Salt Lake City's Pioneer Park

Mentors make a difference at the U.S. Dream Academy

Mentor » 'I can see her accomplishments and see her be happy with herself.'

By Jennifer W. Sanchez

The Salt Lake Tribune

Updated: 01/20/2010 05:23:45 PM MST

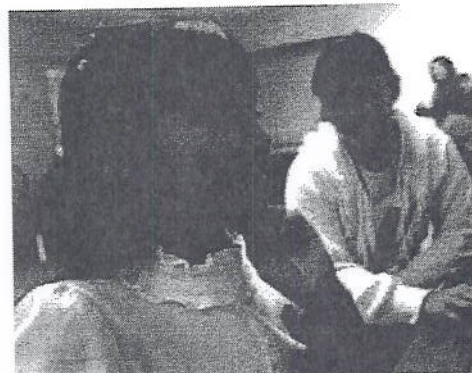
Antonia Mendoza's three kids each have a "special friend."

The single mom didn't know what a mentor was at first, but she thought having one would be good for her children. Now she can't imagine not having the support of the U.S. Dream Academy, an after-school program, and mentors, such as Nina Bennett of Holladay.

Mendoza, a Spanish-speaking housekeeper with an eighth-grade education, said the program helps by watching her kids until 6 p.m., when she gets off from work. Their mentors assist them with homework, something she can't do very well. And when they visit with their mentors, she said, it makes them feel special.

"I know it helps them," she said. "They have someone they can trust."

Bennett is



Nina Bennett, 21, of Holladay, mentors third grader Leslie Ochoa at the U.S. Dream Academy once a week for more than an hour. The two work on Ochoa's homework if she hasn't finished it and play sports and complete crafts. (Leah Hogsten / The Salt Lake Tribune)

Mentoring information

National Mentoring Month

President Barack Obama has declared January National Mentoring Month, an observance in its ninth year. His proclamation encourages Americans to become one of the mentors who are building a brighter future for our nation by helping our children grow into productive, engaged, and responsible adults.

Mentoring by the numbers

Children who meet

one of 25 mentors volunteering at the Utah site of the national program, based at the Dual Immersion Academy in Salt Lake City.

The program aims to have a mentor for its 45 students, but only about half have been matched with a child because of a lack of volunteers, said Kristina Muck, the academy's Salt Lake City center director.

"Women really want to give back to their community," she said.

Related

Mentoring

Feb 3:

- Mentor helps at-risk youth

Jan 20:

- Utah Youth Mentor Project: Program has benefits for all involved
- 'My goals wouldn't be going in the same path' without my mentor
- As a mentor, I can open doors, answer questions -- and assure her she can do it
- BYU student finds mentoring inspiring and fulfilling
- Provo to create mentoring program that helps at-risk families

-- will it stay?

- Appeals court upholds conviction of former escort service owner
- Police: Layton driver runs red light, seriously hurts bicyclist
- Jury breaks for the night in Wright murder trial
- One dead, one hurt in crash near Peoa
- Three hurt in I-80 crash near Parleys Summit

- Genealogy foundation achieves milestone for DNA database
- Utah Health Exchange adds four more large employers to pilot program
- Police arrest man who allegedly ran over clerk while stealing gas
- Prosecutors: Ex-cop faked tickets, overtime hours
- West Valley City family charged with poaching
- McEntee: What might Ronnie Lee Gardner tell us?

regularly with a mentor are:

- » 46 percent less likely to start using drugs
- » 27 percent less likely to start drinking
- » 52 percent less likely to skip a day of school
- » 33 percent less likely to hit someone

Source: Utah Mentoring Partnership; Big Brothers Big Sisters

Learn more

The Utah Mentoring Partnership is a non-profit organization serving more than 40 community organizations by matching volunteers with mentoring opportunities. Contact the partnership at www.utah-mentors.org or look for it on Facebook.

"[But] it's hard to get men to mentor."

Muck said she's been trying to recruit more men as volunteer because most of her students don't have a father or positive male model in their homes. She would love to match more boys with mentors.

"Boys can talk to men about different things that they can't talk to women about," she said.

U.S. Dream Academy, based in Columbia, Md., opened its office in Salt Lake City in 2005. It's one of 10 sites nationwide.

The goal of the program, which is mostly funded by federal grants, is to provide students with the skills to break the cycle of incarceration through mentoring. About 90 percent of the kids in Salt Lake City have a relative who is or was in prison, Muck said.

Bennett, a 21-year-old college student, started looking to volunteer last summer and signed up to tutor with the program. She began volunteering 12 hours a week in August and was matched with Mendoza's 8-year-old daughter, Leslie Ochoa, in October.

Bennett, who wants to be a high school math teacher, said she wanted to volunteer in a struggling neighborhood because she could make a bigger impact on a student's life.

"They need more attention and more help than a kid who lives with me who can hire a tutor," she said.

Bennett said the best part of mentoring Leslie is being able to encourage her.

"I can see her accomplishments and see her be happy with

herself," she said.

Leslie said she has wanted a mentor since her older brother, 12-year-old Mathew, was matched two years ago with his mentor. Her other brother, 10-year-old Bryan, also has a mentor.

Leslie enjoys playing sports with Bennett, decorating cookies with her and taking photos with her camera. They meet once a week for about two hours at the school.

"She's like a sister," Leslie said. "She helps me with my homework, and she's nice."

jsanchez@sltrib.com

U.S. Dream Academy

The after-school and mentoring program aims to empower children and provide them with the skills to break the cycle of incarceration through mentoring and skill, character and dream building.

» Founded: In 1998 in Washington, D.C.

» Number of sites nationwide: 10, including Baltimore, Houston, Los Angeles, Memphis, Tenn., and Orlando, Fla.

Salt Lake City's program:

» Founded: 2005

» Based: At the Dual Immersion Academy, 1155 S. Glendale Dr.

» Number of students: 45. Ninety percent have a relative who is or was incarcerated; 80 percent are Latino.

» Number of mentors: 17 women, 8 men.

» Number of additional mentors needed: 20

Students in first through seventh grades participate up to 17 hours a week. Mentors are asked to meet with their mentee at least an hour a week at the school.

For more information, contact Kristina Muck 801-927-7561 or kmuck@usdreamacademy.org or visit www.usdreamacademy.org.

Appendix C

April 27, 2010

Laurencio Peña, Ph.D.
CEO Director
Dual Immersion Academy
1155 S. Glendale Dr.
Salt Lake City, Utah 84104

Dear Dr. Peña:

It is with great pleasure that I write this letter to support your proposal to the Federal Department of Education to obtain funds to provide staff on-going professional development that will be aligned with the Dual Immersion Academy instructional program and that will be designed to ensure that DIA staff is equipped to facilitate effective teaching and have the capacity to successfully implement school reform strategies. The Region VIII BUENO Equity Assistance Center is in a position to offer various types of equity assistance to DIA.

The BUENO Equity Assistance Center supports the major objectives of the proposal stated above and commits to collaborate with the Dual Immersion Academy as appropriate, on the following:

- Provide consultants and trainers to DIA to assist with the professional development of teachers.
- Offer training in equity as it relates to race, gender and national origin.
- Contribute in appropriate ways to the education of parents, and
- Recommend appropriate expert instructors.

We are excited to have the opportunity to work with the Dual Immersion Academy in this important project of ensuring education proficiency to all students.

Sincerely,

Manuel Escamilla, Director
Region VIII BUENO Equity Assistance Center



BUENO Equity Assistance Center University of Colorado, Boulder

The Equity Assistance Centers (EACs) were first established in 1978. There are 10 Regional Equity Assistance Centers funded by the U.S. Department of Education under Title IV of the 1964 Civil Rights Act. These ten regional centers provide assistance to public schools in the areas of race, gender, and national origin to promote equal educational opportunities.

MISSION OF THE BUENO CENTER EAC:

To assist State Departments of Education and Local Education Agencies in Region VIII in creating more equitable school experiences and teaching practices.

FOCUS OF BUENO CENTER EAC:

To provide leadership training, professional development and technical assistance in gender, race, national origin and school climate and to reduce overrepresentation of minority students in special education, increase the underrepresentation of minority students in gifted programs and to improve the quality of programs for English Language Learners.

ABSTRACT:

The BUENO Center EAC proposal was prepared and submitted in June 2008 to the Federal Department of Education. The BUENO Center received three years of funding to operate a Training and Technical Assistance Center for Region VIII, which includes: Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming.

The BUENO Center EAC proposal responded to two invitational priorities listed for this competition, giving special emphasis to resolving inequities that exist in Region VIII in the areas of over-representation of minority students in Special Education, under-representation of minority students in gifted programs, and the achievement gap for English Language Learners (ELLs). In addition, the BUENO EAC Center will address all of the other equity areas covered by the Civil Rights Act including: race, gender, and national origin.

The Project Director Dr. Manuel Escamilla, and Co-Principal Investigators, Dr. Leonard Baca and Dr. Janette Klingner, will head this EAC Center. The Center will receive guidance from a six member advisory board comprised of equity experts from each of the six states in the region. The staff includes a balance of scholars and practitioners with expertise in each of the equity areas. In addition to onsite training and technical assistance, the project will sponsor one regional conference and one online course addressing issues of equity in the region. The Center will host an interactive website providing to numerous equity related materials and training modules.

The BUENO Center EAC will plan and coordinate services with each of the State Education Agencies in the region in order to maximize services and avoid duplication.

For more information and to request assistance please contact your regional EAC center by phone at 303-492-5416 or by email: Manuel.Escamilla@Colorado.edu

Appendix D

Offenses for Community Councils (Primary offense)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	52
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		BALL PARK	BONNEVILLE HILLS	CAPITOL HILL	CENTRAL CITY	DOWNTOWN	EAST BENCH	EAST CENTRAL	FAIRPARK	FOOTHILL / SUNNYSIDE	GLENDALE	GREATER AVENUES	JORDAN MEADOWS	LIBERTY WELLS / CENTRAL CITY	LIBERTY-WELLS	POPLAR GROVE	ROSE PARK	SUGAR HOUSE	SUNNYSIDE EAST ASSOCIATION	UNIVERSITY	WASATCH HOLLOW	WESTPOINTE	VALECREST	Grand Total	
MARCH 2010		Arson		1	1	1						5			2	1						1		5	
		Assault Aggravated	6		4	4	4	3	4			5			4	2	8	3	4				1		52
		Burglary	23	1	12	23	2	5	21	11	1	10	16	4		3	16	14	33		1	1	6	2	205
		Larc-Car Prowl	22	2	17	30	20	6	31	5	1	21	21	12	7	5	5	16	27	1		1	2		252
		Larc-Car Strip	7		4	1	1	1	3	1		5	1	1		2	10	1	4			1			42
		Robbery	4		1	5	2		1			1		2			2		3						21
		Sex Assault	1						1	1		2	1												7
		Stolen Vehicle	3		1	1			1	1				3		2	4	5	3						24
		Vandalism	22		11	27	14	6	26	8		28	17	26	5	10	24	7	45		1	3	23	1	304
		Weapon-Drive By																	1						1
		Total	88	3	51	93	44	17	86	31	2	72	56	48	16	24	71	47	120	1	2	5	33	3	913
FEBRUARY 2010		Arson		1	1				1			2			1		1								10
		Assault Aggravated	6			4			4	2		3	1	4	1	1	5	4	7						42
		Burglary	9	1	10	9	4	2	15	4	1	8	6	5	1	3	13	6	26	1		4	3	1	132
		Larc-Car Prowl	19		24	15	19	7	26	4	1	41	35	6		6	18	2	42	1	2		1	2	271
		Larc-Car Strip	6		3	6	1		2	2		8	2	3	1		6	4	6			1	1		50
		Robbery	3		1	4	3	1	3	1		1				1	4	2	2				1		26
		Sex Assault				1	4			2		1	1										1		10
		Stolen Vehicle	1				1		1								2					3		8	
		Vandalism	13		9	25	7		14	9	1	27	35	19	3	6	19	12	30			1	13	1	244
		Weapon-Drive By											1												1
		Total	57	1	48	65	39	10	63	25	3	91	81	37	6	18	67	31	113	2	2	6	22	7	794
JANUARY 2010		Arson		1	1	1		1				1				1	1	1						7	
		Assault Aggravated	7			1	3	7		3		2		2			4	1	9						39
		Burglary	5	1	13	9	4	1	12	8	1	17	12	3	3	7	13	11	28	1		4	4		157
		Larc-Car Prowl	27	1	12	21	19	8	27	5	1	48	18	21	3	10	27	3	47		1	1	1	2	303
		Larc-Car Strip	9		2	4		1	8	2		6	8	5		1	5	1	9			1	1	1	63
		Robbery	4	2		2	5		2			3					3	2	5						28
		Sex Assault			2	2			3							3	2	2	1				1		16
		Stolen Vehicle	2			3	1			1		2		1	1		1	1	2						15
		Vandalism	19		9	19	8	1	19	13		16	13	27	2	9	29	13	24		1		14	1	237
		Weapon-Drive By								1															1
		Total	73	4	40	63	45	11	72	33	2	94	52	59	9	30	85	35	126	1	2	5	21	4	866